

Lockport City School District
ELA Grade 6
Unit 3
Aligned to the Common Core 2011-2012

Unit 3 Title:

Rationale: Students who are college and career ready value evidence, build strong content knowledge, and have a better understanding of how people and the environment are interconnected.

Important Note- The students will continue to learn about biomes with a focus on adaptations in Science.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Literature

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments. (RL.6.2)

Compare and contrast texts in different forms or genres. (RL.6.9)

Reading for Literacy in Science and Technical Subjects

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RLST.6.2)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific or technical context relevant to grades 6-8 texts and topics. (RLST.6.4)

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

(RLST.6.5)

Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (RLST.6.9)

Reading for Information

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.6.1)

Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from opinions or judgments (RI.6.2)

Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue (RI.6.7)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the idea. (RI.6.5)

Writing

Write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)

- a. Introduce a topic; organize ideas, concepts or information, using strategies such as graphics(e.g.; chart) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the

information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9b)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (with some guidance and support from peers and adults) (W.6.5)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6.10)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.(W.6.6)

Language

Speaking and Listening

Interpret information presented in diverse media and formats (e.g.; visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)

<p>ESSENTIAL QUESTIONS: How do people adapt to different biomes? How will students integrate information about biomes and adaptations into different forms of literature?</p>	
<p>BY THE END OF THIS UNIT, STUDENTS WILL KNOW: (What do I need to teach?)</p> <ul style="list-style-type: none"> • Strategies for determining the following when reading informational text: central idea, explicit details that support fact, text structure, the influence of illustrations, the meanings of unfamiliar words, how to compare and contrast the author's experience of the subject. • Strategies for determining the following when reading expository fiction: how to compare and contrast prior knowledge from informational text using graphic organizers (i.e venn diagrams, t-charts, and KWL charts.) • Strategies for writing informative/explanatory text: how to examine a topic by using multiple references/resources, media, and technology, how to organize ideas into an appropriate text structure, how to use relevant details, formal style, and graphics. How to develop a concluding statement and basic bibliographic references. 	<p>BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO: (What do I need to model, coach the development of, and ask students to perform/do?)</p> <ul style="list-style-type: none"> • From informational text read: Determine central idea, cite explicit details, identify text structure, use illustrations, decipher meanings of unfamiliar words, compare and contrast author presentation of subject, express the impact of the author's experience on the subject. • From expository fiction read: Determine student's prior knowledge. Use graphic organizers. • Write informative/explanatory text to: examine a topic (print or non-print), by utilizing multiple references/media, and technology. Organize ideas into an appropriate text structure, using appropriate transitions, use relevant descriptive details, headings, formal style, use of graphics (e.g. artwork, maps), concluding statement, and provide basic bibliographic references.

<ul style="list-style-type: none">• Strategies for selecting appropriate research and publication tools online: use of the library or media specialist to pull up essential information about topics.• Strategies for applying and improving use of conventions: how to skim and scan for key words that relate to the vocabulary, condense and combine information from various sources. How to compare and contrast, with help. How to use conventions of standard language and mechanics in writing. How to vary sentence types for meaning and interest, consistency of style and tone.• Strategies for demonstrating speaking, listening, and collaborative learning skills: How to engage effectively in a range of collaborative discussions, how to ask and answer questions, how to reflect, how to use evidence to support claims, how to use eye contact, adequate volume, clear pronunciation. How to use visual displays and integrate them with presentations.	<ul style="list-style-type: none">• Use internet to research and publish writing.• Apply conventions: Skim materials for overview and specific information, condense and combine information from more than one source. Connect, combine, compare & contrast ideas and information from more than one source with collaboration from adults and peers. Demonstrate command of conventions of standard language and mechanics, vary sentence types for meaning and interest, consistency of style and tone.• Demonstrate speaking, listening, and collaborative learning skills: Engage effectively in a range of collaboration, discussions, specific questioning, reflection, use of specific claims supported by evidence in an oral presentation, use of appropriate eye contact, adequate volume, and clear pronunciation enhanced with visual displays (e.g. graphics, images, music, sound).
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PHASE TWO: ASSESSMENT EVIDENCE	
<p>Which Common Core Standard(s) for Literacy are formally assessed within this unit?</p> <p>W.6.10, W.6.7, W.6.6, W.6.2a, W.6.5, W.6.9b, SL.6.2, RL.6.2, RLST.6.4, RI.6.5</p>	
<p>Unit 3 Culminating Task</p> <p>*This will also be used as the pre-assessment for the school year</p>	<p>Formative Assessment Process:</p>
<p>What will the student do or produce to demonstrate their understanding and abilities?</p>	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
<p>Students will.....</p> <ul style="list-style-type: none"> • Predict where the story <u>Hatchet</u> takes place from the Scott Foresman reading series.(RI.6.5) • Write definitions and draw pictures or symbols that demonstrates their understanding of the vocabulary words.(RLST.6.4) • Read the excerpt from <u>Hatchet</u> together as a class.(RL.6.2) 	<p>Teacher will.....</p> <ul style="list-style-type: none"> • Provide a list of the different biomes with pictures for students to pick from. • Provide template for Vocabulary frame, which includes box for word, picture and lines for definitions and sentences. • Monitor and guide students as they read the story and ask

<ul style="list-style-type: none">• Listen as teacher reads <i>Arctic Lights</i> from Scott Foresman series.(SL.6.2)• Answer comprehension questions that require them to find details in the text to support their answer.(W.6.9b)• Create a concept web regarding survival in the wilderness, using vocabulary and descriptive elements from the biome (W.6.5)• Visit the 6 different biomes through the use of centers, writing down the information using graphic organizers.(W.6.2a)• Create a brochure on one of the biomes, using technology or hand-written template.• Present brochures to the class(W.6.6)• Choose a biome where you would like to take a vacation. Journal about your vacation(climate, animals, activities, scenery).(W.6.7)• Turn in journal at the end of the unit as a final assessment(W.6.10)	<p>questions regarding the environment and survival skills.</p> <ul style="list-style-type: none">• Develop comprehension questions that require the students to go back and find evidence/details to support their answer.• Model a concept web based off of the reading <i>Arctic Lights (Tundra)</i>.• Provide readings about the 6 different biomes(Tundra, Desert, Grassland, Rainforest, Taiga and Temperate Deciduous Forest).• Provide websites(links) to various biomes and show examples of different types of brochures.• Allow time for students to present their projects.• Model examples of descriptive journal writing• Monitor student's progress, checking in with students and making notes.• Grade journal on students writing skills, and knowledge of the biomes.
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MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND	USING THESE RESOURCES:

	FORMATIVELY ASSESS:	
GUIDED READING	<ul style="list-style-type: none"> . Targeted comprehension, fluency, listening and Speaking and/or language skills. . Content Vocabulary . Share reading experiences . Use of graphic sources . Summarize 	Unit 3 <ul style="list-style-type: none"> . Main selection: "Hatchet" and leveled reader <i>Taiga Biome</i> . additional reference books from library or readings found online. . Practice workbooks, Grammar & Spelling . Reader Response & Journal Writing . Graphic sources . Rubrics
SHARED READING OF INFORMATIONAL TEXT AND LISTENING TO AUDIO VERSIONS OF TEXT	<ul style="list-style-type: none"> . Content vocabulary (domain specific) . Use of Multi-media . Integrate information . Recognize how different authors and media impart information . Active listening . Main Idea . Supporting Details . Illustration . Speaking clearly . Sharing facts . Asking questions for clarification . Revision . Identify relevant information 	May include: <ul style="list-style-type: none"> . Internet (websites) . Periodicals . Graphic organizers . Technology . Library Media Center . Rubrics . "Hatchet" audio CD . Leveled Reader . Rubrics